

**KENTUCKY BOARD OF EDUCATION
REGULAR MEETING
OCTOBER 6-7, 2008**

**STATE BOARD ROOM
1ST FLOOR, CAPITAL PLAZA TOWER
FRANKFORT, KENTUCKY**

SUMMARY MINUTES

The Kentucky Board of Education held its regular meeting on October 6-7, 2008, in the State Board Room, First Floor, Capital Plaza Tower, Frankfort, Kentucky. The Board conducted the following business:

Monday, October 6, 2008:

AUDIT COMMITTEE MEETING

The Audit Committee meeting was called to order by Brigitte Ramsey at 8:15 a.m. All members of the committee were present.

The committee first examined the Commissioner's expenses and found those to be in order. Next, the committee examined the Board's expenses and requested that in the future that the National Association of State Boards of Education dues are reflected on the report as well as how these are paid.

The committee then moved on to look at the audits that have either been completed or are in process since the Audit Committee last met. Chair Ramsey noted that seven audits were mentioned in the staff note that appears on page 7 through 9 of the Agenda Book. The committee went through each finding, recommendation, management response and corrective action plan for the comprehensive annual financial report that appeared on pages 10 through 23 of the Agenda Book and staff responded to questions. At the conclusion of this discussion, Steve Neal moved to accept this audit and Doug Hubbard seconded the motion. The motion carried.

At this point, the introduction of the state auditor's staff that were present occurred. It was decided that the Audit Committee will continue to meet every other meeting on a regular basis, but since there would be some audits ready for examination by the committee in December, the schedule would also include an Audit Committee meeting in December 2008 followed by one in February 2009.

The meeting was then adjourned.

CALL TO ORDER

Chair Joe Brothers called the full board to order at 9:00 a.m. He asked that everyone turn off or mute their cell phones and reminded the meeting participants that the meeting was being webcasted over the Internet.

ROLL CALL

Present for the meeting were C.B. Akins, Kaye Baird, Joe Brothers, Dorie Combs, Jeanne Ferguson, Judy Gibbons, Billy Harper, Doug Hubbard, Austin Moss, Steve Neal, Brigitte Ramsey and Richard Crofts.

APPROVAL OF MINUTES FROM THE AUGUST 6-7, 2008, REGULAR MEETING

Brigitte Ramsey moved to approve the minutes from the August 6-7, 2008, meeting and Doug Hubbard seconded the motion. The motion carried.

INTRODUCTION OF NEW KDE EMPLOYEES AND KDE TEAM MEMBERS OF THE MONTH

Deputy Commissioner Elaine Farris introduced the following new KDE employees, due to the Commissioner being absent because of illness:

Ruth Webb, Deputy Commissioner; Ray Corns, Associate Commissioner; Franke Rashe, Legislative Liaison/Policy Advisor; Stephanie Siria, Resource Management Analyst III; Sally Sugg, Associate Commissioner; Jeff Stamper, Education Program Consultant; Stuart Thacker, Network Technician II; Kristie McIntosh, Administrative Specialist III; Joe Lancaster, Division Director; Michael Dodridge, Child Nutrition Program Consultant and Calleen Yett, Administrative Specialist III.

Farris went on to note that Claudette Tracy was selected as Yes! Team Member of the Month for September. However, she commented that Claudette was not able to attend and will be invited back to the December meeting.

REPORT OF THE SECRETARY OF THE EDUCATION CABINET

Secretary Helen Mountjoy reported the following:

- She attended an Achieve, Inc. American Diploma Project Steering Committee meeting in Washington, D.C. with Chair Joe Brothers, Rep. Harry Moberly and Council on Postsecondary Education representatives. While at this meeting, the state team received exciting news that the Southern Regional Education Board and Achieve would be offering dollars to Kentucky as one of three states to assist in keeping the momentum of the American Diploma Project going.

- In the last legislative session, SB68 known as the Compact on Military Children was passed to ensure that any barriers to success for military children were eliminated. Kevin Brown, General Counsel of KDE, is working with the Cabinet on implementation of the initiative. The Governor will be making appointments to the Compact Committee and Compact Council. As work on this proceeds, it was suggested to make the provisions applicable not only to military personnel's students but also to the civilians' students who work for the military.
- Shortly the Governor will be making announcements relative to early childhood education. Some misconceptions have surfaced because there is no intention to take over the preschool division at KDE. The intent is to make sure that every child receives a high quality early childhood experience in order to help them succeed.
- The Governor will be signing a proclamation recognizing state employees and the Secretary wanted to officially thank KDE employees for their hard work.

C.B. Akins said that SB68 issues were very much a part of the discussion at the meeting he recently attended on the Board's behalf at Fort Jackson, South Carolina. Austin Moss said he would like to revisit this topic soon in order to keep the focus on this issue.

REPORT OF THE PRESIDENT OF THE COUNCIL ON POSTSECONDARY EDUCATION

Dr. Richard Crofts reported the following:

- The Trustee Conference is held each year and during the most recent one the Governor gave the keynote address at the luncheon. He stressed two things: a. financial aid in that no student with the drive to succeed in college should be denied a college education and b. a roadmap to developing the funding of public postsecondary institutions between now and 2020 must occur. The Governor will be appointing a group heavily populated by the business community to work on these two issues.
- At the recent Council meeting, a report was submitted on the awarding of academic credit, which includes the number of degrees and diplomas presented. A record number were awarded last spring.
- The Council is tracking the progress toward the 2020 goal of reaching the national average of citizens holding baccalaureate degrees. As of this spring, 200 more than the goal for 2008 were reached.
- A report has been issued from the researchers on diversity planning and this information was mailed to the Office of Civil Rights in response to the mandates for remediation to integrate African Americans into the postsecondary system. It is hoped that the report will be accepted.

- The Council on Postsecondary Education, the Education Professional Standards Board and the Kentucky Department of Education collaborated to birth a grant application for a P-20 data warehouse that would yield funding for \$3 million. A lot of folks from the different agencies worked on this and we will await a response.
- Work continues with ACT and the EPAS system. Regional meetings will occur in August and September. A summit is coming up and it is desired that the information be useful to teachers and educators.
- The Council on Postsecondary Education's presidential search is progressing and it is hoped that the new president will be selected in late November or early December. Michael Seely has been selected as the Interim Vice President of Academic Affairs to replace Jim Applegate.

REPORT OF THE EXECUTIVE DIRECTOR OF THE EDUCATION PROFESSIONAL STANDARDS BOARD

Dr. Phil Rogers reported the following:

- Two handouts were given to the Board. The first one addressed the 2009-2010 Goals and Strategies for the Education Professional Standards Board, which will be effective January 1, 2009. These are examined every two years and if the Board members have questions, they can email Dr. Rogers.
- The second handout had to do with a report from the Education Professional Standards Board's Mathematics Task Force, which specifically looked at the preparation of elementary teachers to teach mathematics. Five recommendations resulted from the work of this task force that will be fleshed out into action steps. One of the recommendations is to develop an endorsement in elementary mathematics that will result in placing experts in each school that can serve as mathematics coaches. Another large recommendation is to conduct a review of all preparation programs and how teachers are prepared to teach math. Additionally, the last paragraph at the bottom of page two of the handout on the task force's work is to look at the curriculum issue of being a mile wide and an inch deep. While the other recommendations are under the purview of the Education Professional Standards Board, we would like to work with the Kentucky Department of Education on addressing this curriculum issue.

REPORT FROM THE PRE-K TO 16 COUNCIL

Jeanne Ferguson gave the following report from the last meeting of the Council:

- Billy Harper and I attended the last meeting to represent the Board.

- Topics discussed were the data warehouse, the planning of a P-16 statewide meeting, the partnering of the Jefferson Community and Technical College with healthcare providers to help design a curriculum for health workers and the rise of the average composite ACT score from 20.7 to 20.9.

REPORT OF THE COMMISSIONER OF EDUCATION

Chair Brothers indicated that everyone is aware that the commissioner has been ill the last few weeks. He said the commissioner is staying in contact with staff by phone and in his absence Deputy Commissioner Elaine Farris would give the commissioner's report.

Deputy Commissioner Farris reported the following:

- Kentucky has applied for a P-20 data system grant that would yield \$2.9 million over the next three years. The system would give a seamless view of P-20 and would be very comprehensive.
- The Department received official notice that Kentucky will receive an additional \$2 million over the next three years in order to offer Advanced Placement courses to underrepresented students. Sixty-six schools are now a part of this program.
- Kentucky, Texas and Virginia will be getting a grant from Southern Regional Education Board to look at the state's agenda for college readiness standards, assessment, accountability and the senior year curriculum.
- The Assessment Task Force has met four times with the latest meeting being on September 30. Dr. Draud reiterated the charge to the group and arts and humanities was the main focus of the meeting. The pilot project was explained to the task force and further discussion on this will occur at the next meeting. The goal is to share the task force's recommendations with the Kentucky Board of Education in December. The next meeting of the group will occur on October 14 and October 29 and Board members are welcome to attend.
- As far as the recommendations from the Blue Ribbon Panel, the document was mailed to every district and it is on the Department's website. The Department will be providing assistance to schools that have issues related to the state levels and NCLB tiers, achievement gaps and dropout rate. The assistance teams are being organized and will be meeting with the local superintendents.

REPORTS FROM CHRISTIAN COUNTY, COVINGTON INDEPENDENT AND JEFFERSON COUNTY SCHOOL DISTRICTS ON THE STATUS OF SCHOOL AND DISTRICT SUPPORT PLANS

Christian County Report:

Superintendent Brady Link began by introducing two assistant superintendents from the district, Rim Watson and Jamie Tomek. He explained that Mr. Watson came with him from Graves County to Christian County and that Ms. Tomek had been in the district three years. Link indicated that he had been in the district for three months and noted there were many areas needing improvement. He also emphasized that good things were going on. He utilized a PowerPoint presentation to give highlights of the improvement efforts in the district as follows:

- In the area of culture, a sense of urgency exists about the district's level of performance and the need to improve.
- The district is now embracing high expectations for students and staff and a renewed focus on the academic achievement of all students exists.
- The culture of high expectations is no longer embraced only by administrators.
- Teachers are now responsible for their individual academic indexes. This helps create a culture of accountability for each individual's performance.
- All new teachers participated in culturally responsive teacher training prior to the start of the 2008-2009 school year.
- The district walkthrough instrument is designed to reinforce effective classroom management practices and increase accountability.
- Three African-American administrators were hired in key leadership positions this fall.
- Suspension and retention data is reviewed and analyzed at monthly district administrative meetings.
- Schools are providing mechanisms for students to achieve academic success through second chances.
- A truancy diversion program co-sponsored by the local court system has been introduced in middle schools.
- In the area of closing the achievement gap, restructuring plans call on principals to calculate classroom academic indexes for African-American students as well as students with disabilities.

- Restructuring plans require principals to develop and implement a pyramid of interventions for African-American students and as well as for students with disabilities.
- Restructuring training was mandatory for all schools not meeting CATS goals, not just those in Tier status.
- All schools, under the leadership of principals, will participate in data disaggregation exercises and set performance goals for all subpopulations.
- Schools are facilitating course audits to ensure all subpopulations have access to curriculum.
- The district is looking at practices for equal accessibility to the general curriculum by targeting collaborative services for students with disabilities.
- Principals, administrators and teachers are participating in the city-wide study circles project aimed at developing possible strategies to close achievement gaps.
- In the area of leadership, the superintendent is spearheading a culture shift within the district.
- Honest conversations about low performance, achievement gaps and deficiencies are taking place across the district at the superintendent's direction.
- A district leadership team has been created with representation from principals, administrators and teachers. A team will be the catalyst for district-wide change and will serve as a cultivator of future leaders.
- The ASSIST team model is now being used to help allocate resources within the districts. The ASSIST team is focusing on increasing capacity within low performing schools with a distinct sense of urgency.
- The superintendent has already made leadership changes in two low performing schools.
- The superintendent is taking advantage of every opportunity to be visible and accessible in the community.
- The superintendent has paired a high performing elementary school with a low performing elementary school as a model for success.
- Central office administrators, principals, and district leadership team members are participating in professional book studies.

- All teachers have access to a fully-aligned curriculum document along with a pacing guide developed by a team of teachers last year.
- The curriculum guide is available on-line.
- A district writing portfolio plan has been introduced for use. It features benchmarks for teachers to use to identify students who are not progressing as they should.
- Both high schools are working together to clarify and streamline requirements for credit recovery/electronic courses.
- In the area of curriculum/assessments for learning, the district is using CATS-like common assessments for end-of unit exams across all subject areas in schools.
- Additional common assessments are being developed in professional learning communities.
- An end-of-course exam for Algebra I is now available as part of the district's revised graduation requirements.
- In the area of effective classrooms, the district received a math grant in partnership with Hopkinsville Community College.
- As part of the grant a district-wide math audit is occurring this week. All math teachers will be pretested in math competencies, then participate in monthly training and then post-tested to determine growth.
- District walkthroughs provide opportunities for principals to receive feedback on the instructional practices observed in their building. They also provide the superintendent with multiple coaching opportunities.

Mr. Link also shared that a second educational summit will occur on January 10, 2009 and stated he would send the Kentucky Board of Education information on it if they desire to attend.

Covington Independent Report:

Lynda Jackson, new superintendent of the Covington Independent School District, introduced Dennis Maines, new principal of Covington Holmes High School, Dr. Janice Wilkerson, executive director of student support services, and Bill Grein, the district assessment coordinator. She then noted that a new packet had been distributed to the Kentucky Board of Education members that focused on closing the gap, test scores and what she as superintendent has done since taking the job on July 1. Highlights of the report included the following:

- Staffing changes at Holmes
 - Hired a new principal
 - Employed a retired central office/high school principal 100 days to mentor the new principal
 - Employed a high school math resource teacher
 - Hired an on-site school psychologist with extensive experience in the Response To Intervention Model
 - Reallocated resources to provide additional administrative support in the Bulldog Academy
- Whole school community instructional improvements and interventions
 - Contracted with SREB *High Schools That Work*, which conducted a Technical Assistance Visit from September 29 – October 1
 - Implemented a comprehensive supervision plan to monitor student behavior
 - Revised SBDM policies and procedures to ensure the Council is accountable for school improvement
 - Creating a mission statement and core beliefs
 - Utilizing Mike Rutherford's Learning Centered School Initiative to focus on clear learning goals and congruent activities
 - Conducting district and administrative daily walkthrough and observations to provide just-in-time assistance to teachers and students
- Small group interventions – academic
 - Expanding *Ramp Up to Literacy* in grade 8 using two teachers serving regular and special education students
 - Implementing *Compass Learning* in grade 8 and special education classes as a math intervention
 - Utilizing ACT Prep for all juniors and seniors
 - Collaborating with Gateway Community and Technical College to provide Math 099 classes
 - Providing tutoring during the day
- Small group interventions – barriers to learning
 - PRIDE Academy
 - Bulldog Mentoring
 - Student support teams
 - School psychologists creating academic and behavior intervention plans
- Individual interventions for students below standard – academic
 - Dashboard data

- Academic call - “Not Yet” in grades 8 and 9
- Individual interventions for students below standard – barriers to learning
 - Dropout prevention
 - Bulldog Academy and senior division student support teams
 - KEES counseling
 - NorthKey Counseling
 - Project Home – homeless education coordinator collaborates with youth service center
- Superintendent next steps
 - Collaborate with *High Schools That Work* to create 5-year plan for school reform
 - Collaborate with Gateway Community and Technical College to implement college access center on the Holmes campus beginning fall 2009
 - Continue to work with STRIVE on the college access initiatives
 - Review allocation of all resources to ensure we are meeting the student’s needs
 - Create collaborative planning to develop congruent lessons and formative assessments to measure learning
- Principal next steps
 - Monitor Dashboard weekly
 - Revise all school policies and procedures
 - Monitor and evaluate the instructional program to ensure rigor in all classes
 - Evaluate formative assessments for alignment to core content standards
 - Restructure the scheduling process to meet student needs

Jefferson County Report:

Superintendent Sheldon Berman came forward and introduced the following staff from his district: Beverly Winch, Bill Perkins, Betty Graham, Linda Duncan, Jackie Austin, Angela Doyle and Sandy Ledford. He emphasized that the two schools formerly known as Southern Leadership Academy and Iroquois Middle are being restructured and reconstituted so it will be challenging to compare past results with future ones. Berman stated that the schools will now be known as Olmstead Academy South and Olmstead Academy North. The following are highlights of the presentation that were shared with the Board:

- The Jefferson County Public Schools (JCPS) responded to the 2006 state audit in the following ways:

- Refigured Iroquois Middle School into an all-girls school, now known as Frederick Olmstead Academy South.
 - Refigured Southern Leadership Academy into an all-boys schools, now known as Frederick Olmstead Academy North.
- The reconfiguration changed the composition of the two schools significantly.
- 2008 CATS scores are furnished for the Board's review to provide closure to Iroquois Middle and Southern Leadership Academy.
- In summary, whole school strategies for the Olmstead Academies include the following:
 - Embedded professional development via Master Teachers (began 2007-08)
 - Enhanced technology (began 2007-08)
 - Reduced class size (began 2007-08)
 - Extended days for staff (began 2007-08)
 - Extra and co-curricular involvement (began 2007-08)
 - Single sex schools (began 2008-09)
 - CARE for Kids (began 2008-09)
- JCPS will evaluate the programs beginning with the 2008-09 school year and address the main question: To what extent does school reconfiguration relate to educational success at the school level? JCPS will also conduct research to examine the relationship between individual student performance and school reconfiguration.
- Goal 1: Enhancing effective teaching at the schools will be addressed through:
 - Literacy programs
 - Research-based math and science programs
 - Integrating technology
 - Assessments to learning
- Goal 2: Enhancing effective leadership will be addressed at the schools through:
 - Instructional leadership teams
 - Classroom instructional framework
 - Collaborative professional development
- Goal 3: Strengthening organization and culture will be addressed at the schools through:
 - CARE for Kids

- Collaboration (ESL and ECE)
- Student activities
- Community and family engagement
- Student recovery program
- Behavior coaches
- Goal 4: Improving organizational effectiveness will be addressed at the school through:
 - Gheens resource teachers, master teachers, priority manager and coaching teams
 - Extended learning block
 - Embedded professional development time
 - Extended days for professional development
 - 20:1 class size
- Program Evaluation will occur through:
 - District evaluator assigned to programs
 - New baseline data:
 - Student academic results
 - Student noncognitive data
 - Teacher attendance and retention
 - Family and community involvement
 - Comprehensive school survey
 - Cohort research design

At the end of the discussion from the three school districts, Elaine Farris was asked to bring back options to the Board in December for how and when these districts would be heard from in the future and recommendations on any other schools or districts that need to report to the Board on how they are closing the gap.

PRESENTATION OF THE SAMUEL ROBINSON AWARD

Chair Joe Brothers stated that in June 2004, the Kentucky Board of Education established the Dr. Samuel Robinson Award to be conferred annually on an individual or groups in Kentucky for outstanding leadership, commitment and service in promoting equity and opportunity to learn at high levels for all Kentucky students. He indicated that these traits -- leadership, commitment and service -- are the hallmarks of Dr. Robinson's remarkable career as an advocate for all children. Brothers said that upon Robinson's retirement from the Board, it was the intention of his colleagues to honor him, to call attention to others in our state who share his passion for equity and opportunity in education and to pledge continuing support for their efforts. He then asked everyone to join him in recognizing Dr. Samuel Robinson, who was in the audience today.

Chair Brothers continued that the selection committee for the 2008 award was composed of current board members Dorie Combs, who served as chair, Jeanne Ferguson and Austin Moss. He thanked these members for the time and effort they invested in selecting this year's winner.

Brothers then moved on to recognize this year's winner. He stated that while Dr. Robinson had set a high standard, the selection committee believes that Laura McGrail is worthy of the award bearing Dr. Robinson's name. Brothers shared that Laura McGrail is a school psychologist for the Henderson County Schools and has shown commitment, service and leadership as an advocate for all children. He noted that over the past twenty-two years, she has made many contributions to her district, community, state and profession. Brothers cited some of the outstanding accomplishments of Ms. McGrail as follows:

- Served as coordinator and creator of the district autism consultation team
- Developed the first program in the district to serve students with emotional and behavioral disabilities
- Assisted in the development of a high school level work transition program
- Served as chair of several committees focused on students with special needs
- Designated as liaison between the school district and community physicians
- Coordinated innovative ADD/ADHD screening process for several years that is a joint effort between the district and a pediatrician/local hospital
- Chairs the Crisis Intervention/Suicide Policies Committee and coordinates the district crisis counseling response teams with yearly training provided to the teams
- Serves as a member for community advocacy groups on autism, child advocacy, child abuse prevention, gifted education and community coalition serving children and youth
- Works individually with students to conduct comprehensive assessment services for students suspected of having disabilities, consults with regular and special education students on academic, behavioral and emotional difficulties and provides individual, group, prices, mentoring, case management and family outreach/parent education and support counseling services
- Served as her state professional organization's newsletter person for five years. She has also authored nineteen publications including one book chapter, two journal articles and sixteen articles in state and national professional newsletters
- Assumes an active role in the professional development of everyone from the district staff to people all over Kentucky by conducting local, regional and state workshops

Chair Brothers noted that in the words of Bonnie Kitchens, Henderson County Director of Special Education, who nominated Ms. McGrail, "Laura has proven herself to be an outstanding leader with a desire and passion for equity and opportunity in education". He said it gives him great pleasure to introduce Laura McGrail as the recipient of the 2008 Dr. Samuel Robinson Award. He asked Laura to come forward and say a few words.

Ms. McGrail gave words of appreciation and introduced the guests that she brought with her. Following photographs being made, a luncheon was held in her honor.

ACHIEVEMENT GAP FOR STUDENTS WITH DISABILITIES (REVIEW ITEM)

Division Director Larry Taylor came forward for this presentation and indicated in the staff note on page 55 of the Agenda Book that the count of the different disability areas are provided so that Board members know what students are included in the achievement gap relative to students with disabilities. He also pointed out that the process of how children are identified as students with disabilities is included. Taylor went on to say that one of the main things he wanted to bring up is the need to dispel the myth that students with disabilities should perform at a lower level than students without disabilities. He emphasized that if one looks at the data, there is not a large percentage of students with disabilities that are cognitively impaired. Taylor continued that even as we provide programs and services to students who are cognitively impaired, we know more about teaching and learning than ever before and thus are seeing those students make great gains in achievement as well.

Jeanne Ferguson stated that she remembered Board members receiving numerous letters from parents of children with disabilities who were concerned about the expectations of these students and wondered about an update on this situation. She said that the letters were not being received anymore at this time but were in the past.

Mr. Taylor replied that contact with parents varies from district to district. But, he indicated at the state level, we want to reach out as much as possible and this applies not only when districts are planning for an individual child's program but also when we are planning for state initiatives. He noted that Ms. Ferguson was probably referring to the time when the department made changes in the alternate assessment relative to students with functional mental disabilities. Taylor said that if the Board members would look at Attachment A, they would see that the students with functional mental disabilities are around 1% of the total population of 109,000 students with disabilities. He emphasized that when the changes were made to the alternate assessment, it was necessary to move quickly from a system that had not been changed since the early 1990s because of requirements in *No Child Left Behind Act* and the Individuals with Disabilities Education Act. Taylor noted that the requirements were changed for the states to not only look at functional skills but academic skills and to mirror the same test at the same grade levels for students with severe disabilities as are covered with students who are nondisabled. He explained that previously, the alternate assessment looked at elementary, middle school and high school scores, but now addresses grade 4, grade 5, etc. in the same content areas as the state tests for nondisabled students. Taylor said this requires teachers to make a shift in instruction and a great deal of training on this was provided for teachers and parents. He commented that a \$5.8 million grant over five years allowed the state to provide curriculum revisions and instructional guidance to teachers for this shift on the alternate assessment.

Joe Brothers then stated he had read where Kentucky over-identifies students with disabilities and had been criticized at the federal level for this.

Larry Taylor responded that nationwide, the average is 12% to 13% of students identified as having disabilities. He indicated that Kentucky has a higher rate and that it occurs more in certain categories. Taylor said that as Superintendent Lynda Jackson said in her presentation earlier in the day, we first have to have high quality core instruction for students with disabilities because it could be the quality of instruction affecting their achievement. Additionally, he emphasized we need to continue to provide training to teachers in this area and there are areas in the state where achievement for students with disabilities has moved forward significantly.

A question was then asked about the shortage of special education teachers. Taylor indicated that Kentucky has doubled the number of teachers in special education that are certified, but it said it is a retention issue. He commented that at the state level we are trying to determine why teachers are leaving special education by gathering data. He also said that staff is looking at recommendations from the Blue Ribbon Panel and how to assist districts systemically to come together to focus on instruction for all students.

Dorie Combs asked where the state stands in relation to the Collaborative Model and the role of collaborative teachers.

Larry Taylor responded that state staff is currently working on revising the Collaborative Model and the co-teaching responsibilities.

Deputy Commissioner Elaine Farris noted that staff may want to have a conversation with the Board in the future about some other schools relative to the achievement gap.

Brigitte Ramsey asked if the state is moving toward determining what kinds of disabilities are included in the other health impaired category.

Larry Taylor replied that we are trying to more accurately identify these students and are trying to get more school districts to implement the response to interventions model that requires them to make more informed decisions about instruction for all students. He added that if one looks at Kentucky's unemployment rate of 6.5%, we get outraged nationally when this rate meets 8%. He then pointed out that the current unemployment rate for adults with disabilities is 60% and said this speaks to a need for us to address this area.

UPDATE ON GIFTED AND TALENTED EDUCATION (REVIEW ITEM)

Division Director Michael Miller referred Board members to page 67 of the Agenda Book for the material on this topic. He said that staff would be talking about the program that is offered for gifted and talented students across the state and introduced Greg Finkbonner, Branch Manager, and Leah Ellis, the gifted and talented consultant. He also introduced Lynette Baldwin and Julia Roberts, key partners for gifted and talented

education and said they would also be addressing the Board from the perspective of their work with these students. Miller reminded the Board that in June 2007, the Kentucky Association of Gifted Education presented its white paper and noted that the Board requested they come back and give an update on the progress of the goals from that paper. In addition, he said today KDE staff would share some resources and technical assistance that we are able to provide from the state level.

Greg Finkbonner began and he said he would like to highlight a few areas from the staff note in the Agenda Book. Finkbonner noted that prior to KERA, gifted students were classified as a group with special needs and said funding was competitive with districts having to apply for dollars. He noted that not all districts received funds at this point but stated that in 1990, gifted was designated as a category for exceptional children where students could be identified in five areas as follows: general intellectual, specific academic aptitude, creativity, leadership and visual and performing arts. Finkbonner noted that a regulation was passed in 1999 known as Programs for the Gifted and Talented, which was based on the five areas. He shared that it is touted as a model by other states. He pointed out that the funding for gifted and talented is currently outside of the SEEK formula and said at the time of KERA, the allocation was \$6,003,400 and in 2000 it went up to \$7 million and then leveled off at \$7,121,000. However, Finkbonner said because of the recent budget cut of 5%, the funding is currently at \$6,765,400. Finkbonner went on to talk about the fact that gifted and talented students are identified by the local school district that adopts policies and procedures to provide ongoing opportunities for all students who qualify to receive gifted education services. He noted that for the primary level, an informal screening process is used and then in fourth grade and up a formal process exists. Finkbonner explained that typically, 14-17% of students would be gifted and talented and he noted that Kentucky is at 16%. Finkbonner emphasized that one area Kentucky needs to look at is students from different ethnic backgrounds as being identified as gifted. He continued that it is up to school districts to provide services to students and do this through a Gifted Student Service Plan. Finkbonner stated that the department collaborates with the Advisory Council for Gifted and Talented Education, which gives critical advice on direction for the department and KDE also partners with the Kentucky Association for Gifted Education and the National Association for Gifted Children. He stated that the department provides guidance around the regulation, workshops, phone calls, and connections with the district coordinators, all as services from the state level.

Next, Lynette Baldwin, the director of the Kentucky Association for Gifted Education (KAGE) spoke and pointed out that a brochure appears in the folder that was given to Board members talking about the services of the KAGE. She said that the organization's mission is to have all children to achieve at high levels and at their full potential. Baldwin noted that in last year's presentation, she did talk about the white paper and said that an executive summary of this paper was in today's packet because the association is in the process of updating the paper, which will be sent to the Board once it is finished. Baldwin reviewed that the paper identifies three goals where more attention is needed as far as gifted and talented education. She indicated the goals are ongoing professional development, comprehensive identification and appropriate services for students who are

gifted and talented in K-12. She emphasized that accomplishing these goals hinges greatly on funding and that gifted and talented was not sufficiently funded at the present time to meet the goals. She noted that professional development is key and even though the regulation is clear, if teachers do not understand the nature and needs of gifted and talented children and how to find them, then the needs are not being met. Baldwin reminded the Board that the organization had called for an increase to the \$25 million level even though this was not all that was needed. However, she stated that to go from \$7.1 million to \$25 million was a big step. She went on to say that the Board indicated its support for the funding increase and after meeting with the Kentucky Board of Education, the organization met with others and all agreed that increased funding needed to happen. However, Baldwin summarized that after the election occurred, the tone changed and it was soon realized that the \$25 million level was probably not realistic; however, she felt that meetings with legislators on this topic built a support system for the future. Baldwin asked the Board to continue its support for increased funding and to look at the consequences of its policies on gifted and talented children.

At this point Julia Roberts, director of the Center for Gifted Studies at Western Kentucky University, addressed the Board. She said that she was proud that Kentucky is the only state that requires the identification and services for gifted and talented students in all five areas of giftedness. She noted that this gives opportunity for developing talent in our state but commented that this opportunity takes resources to accomplish.

MANAGEMENT COMMITTEE MEETING

Action/Consent Items

1. **District Facility Plan: Augusta Independent School District and 2. District Facility Plan Amendments: Caldwell and Carlisle County School Districts and 3. 2008-2009 Local District Tax Rates Levied.** Associate Commissioner Larry Stinson indicated nothing unusual appears in the district facility plan or district plan amendments staff notes but did point out in the local district tax rates levy item that Marion County is proposing a recallable nickel that if it passes in November will require a revision of the tax rate. He clarified that the data in the Agenda Book currently does not reflect this. Stinson also stated that for Clark County, a growth nickel was implemented before the law changed in April. He indicated that it met the qualifications and is included in their tax rate.

At this point, C.B. Akins moved approval of all action/consent items and Kaye Baird seconded the motion. The motion carried.

Review Items

1. **702 KAR 3:090, Depository Bond, Penal Sum.** Dr. Stinson explained that the previous requirement was to carry the collateral equal to the highest balance for the entire year. He explained that it is hard to offer a more

advantageous interest rate in this instance and said this is more restrictive than the banking laws. Stinson noted that the Legislative Research Commission has said that this requirement cannot be more restrictive than the banking laws and thus staff has stricken the language. He indicated that it now says that the bond is equal to 103% of the daily amount or highest daily balance in each account each month for all accounts in the previous year. Stinson pointed out that this regulation will come back in December for final approval.

CURRICULUM, INSTRUCTION AND ASSESSMENT COMMITTEE MEETING

Action/Discussion Items

1. **704 KAR 3:390, Extended School Services (Final).** Division Director Christine Powell noted that the final proposed version of the regulation appears on page 95 of the Agenda Book. She said this has been reviewed by the Local Superintendents Advisory Council and that the budget impact was discussed with them. Faith Thompson was then asked to talk about the regulation.

Thompson indicated that information on the funding formula was included on page 96 of the Agenda Book and after review, staff had discovered that some districts were significantly negatively impacted by the previous budget proposal and thus it now remains at 1/6 as originally written. She clarified that the daytime waiver can be accessed through the consolidated improvement plan or it can also be applied for by using the customary form to seek approval.

Dorie Combs asked staff to explain the daytime waiver.

Associate Commissioner Jamie Spugnardi noted that the OEA study found that the daytime program was the most effective model for ESS. She indicated that not all students have access to extended time. Spugnardi clarified that staying after school is often homework help instead of interventions.

Christine Powell added that the Local Superintendents Advisory Council had few areas of concern but said that they did want flexibility relative to Section 8 on pages 116 and 117. She said the way that it was currently worded, superintendents were fearful that it meant they had to use funds from vendors identified for supplemental services. Therefore, she recommended to strike Section 8 entirely and on page 110, line 1, to start the sentence with "One or more of..."

Dorie Combs then moved final approval of 704 KAR 3:390 to include the amendments proposed today and Brigitte Ramsey seconded the motion. The motion carried.

Review Items

1. **Kentucky Adolescent Literacy Work Plan Update.** Coming forward for this presentation were Jamie Spugnardi, Michael Miller and Cindy Parker. Associate Commissioner Spugnardi called the Board's attention to page 119 of the Agenda Book where the staff note began and asked Cindy Parker to summarize the item.

Ms. Parker reminded the Board that they had seen a draft of this in August and said since that time the task force had reconvened and revised it. She pointed out that the Council on Postsecondary Education and Education Professional Standards Board had been added as partners as well as a section on collaboration with the Family Resource Youth Service Centers. Additionally, she noted that parent information was an addition as well as the communication plan being the biggest change. She noted that the communication plan was not included at all before. Parker explained that the group will continue to meet and update the document.

Joe Brothers asked where it would tell the Board how the initiative was doing.

Cindy Parker said it was covered in 8.5.

Dorie Combs also pointed out that the document now brings in leadership and leadership education so that administrators will be involved as well.

Brigitte Ramsey then followed up on Joe Brothers' comment and asked if there was some way to measure the effectiveness of the initiative.

Michael Miller suggested that the Governor's Literacy Partnership reconvene with the help of Secretary Mountjoy.

Ramsey continued and asked if there was anything else the Board could do to support this.

Cindy Parker felt that dollars for literacy and math coaches are a great need.

Tuesday, October 7, 2008

GOOD NEWS ITEMS

The following items of good news were shared by the board members identified below:

- Dorie Combs – Four Kentucky schools have been designated as 2008 Blue Ribbon Schools by the U.S. Department of Education. The four are Highland Elementary in Daviess County, Veterans Park Elementary in Fayette County, May

Valley Elementary in Floyd County and White Hall Elementary in Madison County. Kentucky is permitted to nominate five schools each year for this honor. Nationwide nearly 300 schools will be honored with NCLB-Blue Ribbon Awards that recognize public and private P-12 schools that help students achieve at very high levels and make significant progress in closing achievement gaps. Representatives from each of the schools will attend a recognition ceremony later this year in Washington, D.C. Congratulations to these four very deserving schools for this achievement!

- Steve Neal – Nine outstanding teachers from around the state – three elementary school teachers, three middle school teachers and three high school teachers – have been named semi-finalists for the Kentucky Teacher of the Year Award. These are as follows:
 - Elementary School Teacher of the Year Semifinalists
 - Lisa Wathen, Freedom Elementary, Bullitt County
 - Jan Vaughn Horn, Shearer Elementary, Clark County
 - Barbara Ledford, Harlan Elementary, Harlan Independent
 - Middle School Teacher of the Year Semifinalists
 - Melissa Singleton, Rockcastle County Middle, Rockcastle County
 - Willow Hambrick, Royal Spring Middle, Scott County
 - Thom Coffey, Shelby West Middle, Shelby County
 - High School Teacher of the Year Semifinalists
 - Angela Gunter, Daviess County High, Daviess County
 - Karen Gill, Henry Clay High, Fayette County
 - Millie Blandford, Washington County High, Washington County

The nine semi-finalists were among twenty-four educators who were named 2009 Ashland, Inc. Teacher Achievement Award winners. The winners of the elementary, middle and high school teacher of the year awards as well as the overall 2009 Kentucky Teacher of the Year, will be announced at a ceremony in Frankfort on October 22 in the State Capitol Rotunda.

Congratulations to these fine teachers for receiving this outstanding recognition!

- C.B. Akins – Sixteen Kentucky high school seniors are among 1,600 semifinalists nationwide in the forty-fifth annual Achievement Scholarship Competition that recognizes academically talented African-American students. All scholarship winners will be selected from the finalist group on the basis of their abilities, accomplishments and potential for success in rigorous college study. About 800 scholarships worth more than \$2.6 million will be awarded next spring.

Kentucky semifinalists are:

- Desta S. Lissanu, Somerset Independent
- Catherine E. Christian, Lafayette High, Fayette County
- Jeromyl Height, Tate Creek High, Fayette County

- Raeseana J. Phelps, John Hardin High, Hardin County
- Jared L. Ray, Warren Central High, Warren County
- Eric C. Anumba, Paul Blazer High, Ashland Independent
- Emmanuel C. Belt, Heather D. Marley, Jonathan A. Michael, Reko H. Shepherd, Kaila J. Washington, Derrick M. Williams and Courtney K. Zellars, all of DuPont Manual High, Jefferson County
- Arielle D. Clark, Holy Cross High, Louisville
- Marquese S. Carter, Iroquois High, Jefferson County
- Moses Icyishaka, Louisville Collegiate High, Louisville

Congratulations to all of these fine students and best wishes to them on being named a scholarship winner!

- Billy Harper – Pam Schapiro has been chosen as the 2008 Kentucky Educational Collaborative for State Agency Children Teacher of the Year. She is a social studies and special education teacher at Hardin County Day Treatment and has been there for seven years. This award is a statewide honor for teachers who work in alternative education settings.

Additionally, Darlene McBurney was chosen as the Kentucky Educational Collaborative for State Agency Children School Administrator of the Year. She has officially retired from the Corbin Independent School District after 39 years of service but has continued working with students as a supervisor of the Corbin High School Media Center and student teacher coordinator for the University of the Cumberlands serving as advisor and mentor to soon-to-graduate college seniors. Her award was the result of letters sent to KECSAC from both her students and her peers.

Congratulations to Pam and Darlene for being named to these high honors!

- Kaye Baird – On October 15, a celebration of both National School Lunch Week and recognition of achievement of more than 100 schools in Kentucky that have been honored as part of the President's Healthier U.S. School Challenge will occur. Kentucky is the first state to have achieved the 100-school milestone. Specifically, Kentucky has 121 schools from ten districts located across the state that will be recognized at the Gold, Silver, or Bronze level in the Healthier U.S. School Challenge.

The celebration will take place at Klondike Elementary School in Louisville. The Honorable Edwin Schafer, Secretary, U.S. Department of Agriculture will attend. The celebration will include a reception attended by the Secretary as well as representatives from other schools so honored, lunch with the students and a short assembly featuring performances by the students and remarks by the Secretary. Jeanne Ferguson and I will be attending to represent the Board.

Congratulations to the more than 100 elementary schools that have qualified to be honored by this program!

RESOLUTION RECOGNIZING THE WEEK OF THE CLASSROOM TEACHER

Chair Joe Brothers said that the Board had been asked to approve a resolution written as follows:

Resolution Recognizing the Week of the Classroom Teacher

By

***The Kentucky Board of Education
Commonwealth of Kentucky***

Whereas, The Association for Childhood Education International (ACEI) is the oldest professional organization in the world dedicated to the development of the child, from birth to early adolescence, and works to establish and maintain the highest standards for growth, development and learning while supporting recognition, respect and empowerment for the professional childhood educator; and

Whereas, ACEI annually designates the first full week of October as *Week of the Classroom Teacher* to provide an opportunity for the community to become involved in the education of children; and

Whereas, ACEI encourages parents, principals, childcare center directors, early childhood program directors, librarians, teacher associations, church groups, PTA and PTO associations, and all who are dedicated to the inherent rights, education and well-being of all children to offer sincere thanks and appreciation for teachers' contributions in education and society;

NOW, THEREFORE, be it resolved by the Kentucky Board of Education to join ACEI in recognizing the first full week of October as the *Week of the Classroom Teacher* and encourage local school districts, schools, education organizations and communities to celebrate this week to honor those who inspire, challenge and shape the future of our students -- classroom teachers.

**Done in the city of Frankfort, this
sixth day of October, in the year Two
Thousand and Eight.**

At this point, C.B. Akins moved approval of the resolution and Doug Hubbard seconded the motion. The motion carried.

SUPERINTENDENT'S EVALUATION INSTRUMENT

Deputy Commissioner Elaine Farris stated that during the Blue Ribbon Panel's deliberations, Commissioner Draud had talked about the possibility of a statewide evaluation instrument for teachers and administrators. She noted that the Kentucky School Boards Association (KSBA) has developed an instrument for the evaluation of superintendents and introduced Mike Oder and David Baird to discuss this instrument.

David Baird explained that the project started a few years ago when local school board members expressed frustration with evaluating superintendents. He noted that the Kentucky School Boards Association looked at what could be done and Bill Scott challenged his staff to find the best practices that exist in this area. After doing research, Baird said, staff came back with a compilation of procedures and practices from several states and put together a handbook to use in professional development with entire boards. He noted that KSBA wants local board members to be active in setting goals for the local superintendent and feels this is a win/win approach. He then asked Mike Oder to go through the highlights of the document.

Oder explained that the document identifies the district's needs and translates them into goals. He stated that the process talks about past performance but then sets future expectations for both the superintendent and the board. Oder commented that it is a two-part tool with part one identifying ten standards, along with performance indicators for each standard and a rating scale. Part two, he said, dealt with goal setting. Oder noted that it is recommended that each board member complete the evaluation and that the chair summarize it for the superintendent. However, he noted the superintendent would receive a copy of each board member's comments as well as the summary. That way, he explained, it identifies any issues with particular members. Oder commented that an evaluation timeline is also included so that it does not become an event rather than a process.

A concern by some state board members was that this should be mandated instead of optional.

David Baird replied that KSBA does not want to say districts must use this particular tool but that it would support making the evaluation, timeline and general process a requirement.

Deputy Commissioner Elaine Farris said that through the VPAT teams this could be an opportunity to use this tool.

David Baird thought that was a good idea because it could be a recommendation through the school audits.

Dorie Combs asked about what the current law is on evaluations.

General Counsel Kevin Brown said that the Kentucky Board of Education can specify the process of how the evaluation takes place because the statute just says that the evaluation must occur.

Commissioner Draud said he believed the best approach would be to try to do it through professional development and then make the instrument a requirement, if necessary.

At this point, Brigitte Ramsey moved to endorse this instrument and its use and Doug Hubbard seconded the motion. The motion carried.

KENTUCKY BOARD OF EDUCATION 2008 LEGISLATIVE AGENDA

Legislative Liaison Frank Rasche came forward and noted that the next session will be a short one with the first four days spent in choosing leadership. He noted this leaves twenty-six days for business and clarified that budgetary items are normally not a part of the short session. Rasche said that the Board could have a list of long-term items for any that have budgetary significance. He then took time to go through the list of items under consideration by the Board that included the major areas of school facilities evaluation committee recommendations, dropout prevention grants, Blue Ribbon Panel on Interventions and Low-Performing Schools Recommendations, preschool learning, funding and Assessment and Accountability Task Force Recommendations.

Commissioner Draud added that we must find funding for the student information system or it will be gone and the choice would be to go back to computing attendance by hand. He noted that one option would be to pass some of the cost onto school districts, which would not be good in this economy. Chair Brothers said the Board seemed to be supportive of the items in the legislative agenda list and commented that these would come back in December for final approval. Brothers indicated that it would be good if the Board knows what their role is to be during the legislative session.

703 KAR 5:140, REQUIREMENTS FOR SCHOOL AND DISTRICT REPORT CARDS (FINAL)

Associate Commissioner Ken Draut and Jay Roberts came forward for this presentation. Draut said that staff is asking for final approval of this regulation. He explained that the report card has been printed in hard copy up to now and this regulation change would move it to a web-based system, which would yield a \$350,000-\$400,000 per year savings. Draut added that it would allow the information to be disseminated more quickly and that it could be updated constantly. He noted that it had gone through review by the Local Superintendents Advisory Council and the School Curriculum Assessment and Accountability Council, which were both very positive about the changes. He did point out two minor changes on page 142 where “total” was changed to “current” and the strikethrough was removed from integration of technology.

At this point, Steve Neal moved final approval of 703 KAR 5:140 and C.B. Akins seconded the motion. The motion carried.

COMMONWEALTH ACCOUNTABILITY TESTING SYSTEM DATA RELEASE

A PowerPoint presentation was used to give the following highlights of the 2008 results:

- The point was made that with Kentucky Core Content Tests and for the alternate assessments in spring 2008, one assessment exists with two accountability requirements. In the state system (CATS), one looks at an academic index, nonacademic index and high school index. For the federal NCLB requirements, one examines annual measurable objectives, other academic indicators and participation rate.
- For NCLB, there are yearly targets for the different levels of students scoring proficient and distinguished. A chart was presented breaking this down by elementary, middle, high, primary-8, primary-12 and seven-12. It was also noted that to make AYP, a school and/or district has to make 100% of its target goals. Kentucky made 80% of its target goals. Those areas where the goals were not made were in the African-American subgroup and the students with disabilities subgroup.
- The reading target for 2008 was 53.04% proficient and distinguished and the mathematics target was 39.68% proficient and distinguished. For NCLB reporting, graphs displayed performance in reading and mathematics for all students in populations of sufficient size.
- Based on the NCLB public release on August 5, 2008, 820 schools met 100% of NCLB AYP goals (70.9% of all schools). This was broken down into 89% of elementary schools, 44.4% of middle schools and 33.3% of high schools. Additionally, it was noted that 103 of the 175 school districts (58.9%) met 100% of the NCLB targets.
- Regarding the level of consequences for Title I schools, 32 are in Tier I, 24 are in Tier II, 19 are in Tier III, 9 are in Tier IV, 1 is in Tier V – second year, and 2 are in Tier V – third year. Relative to school districts, 3 are in Tier I, 13 are in Tier II, 18 are in Tier III, 16 are in Tier III – second year, and 17 are in Tier III – third year.
- As far as consequences for Title I schools, in addition to parent notification at a school that has been identified for NCLB improvement, in Tier I school choice and writing and revising a comprehensive school improvement plan is required. Offering supplemental education services is added at Tier II and corrective action is added at Tier III. In Tier IV a plan for restructuring is required and in Tier V the restructuring plan must be implemented.

- The presentation moved on to the changes in CATS caused from concordance:
 - Multiple changes to CATS in 2007 required a statistical process to link data from the old system (1998 – 2006) to the new one (2007 – 2008).
 - Concordance is a statistical process used to establish the link.
 - Concordance table relates scores on similar assessments by aligning up the percentile ranks.
 - A school's adjusted score does depend on the rank order of other schools in Kentucky.
 - The concordance table set in 2007 established the link between old and new CATS accountability index scores. The same table was used for the last time in 2008.
 - Content area and individual students' scores are not adjusted.
- According to the performance judgments by CATS at the end of the biennium, 26 schools were in the assistance category, 537 in the progressing category and 594 in the meets goal category.
- Staff then gave data on the adjusted accountability index by grade level and the number of schools in each adjusted accountability index range. Information was also given on the nonadjusted academic index by grade span.
- Data on the 2008 disaggregated academic index trends was also shared in the categories of male/female, race, poverty, LEP and disability.
- ACT benchmarks for each subject were averaged to calculate a composite benchmark (18 for PLAN and 21 for ACT). This benchmark begins the score range division that receives the same credit as proficient.
- In transitioning from 2008 to 2014, data review and appeals will be processed and revised KPRs will be posted in the fall of 2008. A new growth chart will be created from the nonadjusted 2007-2008 accountability indices and these new growth charts will be released in late 2008.

Following the PowerPoint presentation, an inquiry was made as to whether the data can be broken out by exceptionality for students with disabilities. Additionally, a concern over the number of years schools are allowed to drift was expressed and staff was asked to research where the 5% novice figure came from.

HEARING OFFICER'S REPORT

Coming forward for the Hearing Officer's Report was Rhonda Sims, Kevin Brown and Ken Draut. Rhonda Sims was asked to go through the Statement of Consideration on 703 KAR 5:080. After summarizing the comments and the department's responses, Sims indicated that staff recommended that the comments received at the public hearing do not warrant changes in 703 KAR 5:080 or in the document, Administrative Code for Kentucky's Education Assessment Program, incorporated by reference.

At this point, Kaye Baird moved to approve the Statement of Consideration for 703 KAR 5:080 as submitted and Brigitte Ramsey seconded the motion. The motion carried.

Next, Ms. Sims went through the Statement of Consideration for 703 KAR 5:070. After summarizing the comments and the responses, Sims stated that staff believes the comments warrant the following changes in 703 KAR 5:070 or in the document incorporated by reference (Inclusions of Special Populations in the State-Required Assessment and Accountability Programs) as follows:

- Page 4, paragraph 2, second bullet, delete "schools" classified as non-A1 and insert "programs" classified as non-A1.
- Page 5, Section 1 – inclusion of students with disabilities, subsection A, paragraph 1, delete, "or modifications or both".
- Page 8, Section 2 – inclusion of students in non-A1 schools and state agency children, delete in the section title the word "Schools" and insert the word "Programs"; delete in paragraph 1 the word "schools" and insert the word "programs"; delete in paragraph 2, first sentence, the word "schools" and insert the word "programs"; and delete in paragraph 2, second sentence, the word "schools" and insert the word "programs".
- Page 11, Section 3, part 1: state-required assessment and accountability programs, subsection C(1), fourth bullet, insert after the word "enable", simplified language and delete the word "paraphrasing" from the bullet.
- Page 11, Section 3, part 1: state-required assessment and accountability programs, subsection C(2), delete, "and the student has not completed two full school years in U.S. schools".
- Page 12, Section 1 – inclusion of students with disabilities, subsection C, paragraph 1, delete, "or modifications or both" from the third and sixth lines of the paragraph.
- Page 18, Section 6 – use of readers, bullet list, the readers shall: delete the "and" at the end of the third bullet. At the end of the fourth bullet, insert a semicolon " ; .".

- Insert a fifth bullet as follows: Read individual words or abbreviations that are mispronounced by text or screen readers if specially requested by the student.
- Page 21, Section 6 – use of paraphrasing, paragraph 1: Insert, “paraphrasing is used to restate printed text or oral communication using other words or forms that are often simpler”.
- Page 25, Section 6 – interpreters for a student with a hearing impairment, last paragraph, insert, “interpreters must adhere to the grammatical equivalent of English without adding to or elaborating on the content”. Delete, “for example, American Sign Language does not have signs for articles; therefore, the interpreter shall not insert articles in the student’s writing pieces.”

At this point, Jeanne Ferguson moved to approve the Statement of Consideration for 703 KAR 5:070 as presented and Doug Hubbard seconded the motion. The motion carried.

APPROVAL OF ACTION/CONSENT AGENDA ITEMS

Austin Moss moved approval of all submitted district facility plans, district facility plan amendments and school district tax rates levied. Kaye Baird seconded the motion and it carried.

REPORT OF THE AUDIT COMMITTEE

Brigitte Ramsey reported that the committee looked at the fiscal year 2007 statewide audit where there were six findings that the department is correcting. She said that the committee also reviewed the commissioner’s expenses and the board’s budget, which are both on track.

REPORT OF THE CURRICULUM, INSTRUCTION AND ASSESSMENT COMMITTEE ON ACTION/DISCUSSION ITEMS

Dorie Combs indicated that the committee considered final approval of 704 KAR 3:390 where on page 110, line 1, “One or more of” was added. Then, she noted, on line 10 “and” was deleted and “or” was restored and on pages 116-117, Section 8 was removed. On behalf of the committee she moved final approval of 703 KAR 3:390 and the Board concurred.

BOARD MEMBER SHARING

Chair Joe Brothers said he had received a letter from Jane Venters asking that she be able to present the CARE program to the Board. It was decided that she would be invited to the December meeting for this purpose.

Doug Hubbard said he was appalled by what happened at Pleasure Ridge Park High School where the athlete died. He did commend the manner in which KHSAA handled this situation and hoped that the Board would do something regarding athletic practices during hot weather.

C.B. Akins then noted that Central High School has a magnet law program that seems to be outstanding and wanted to give recognition for this.

Brigitte Ramsey then pointed out that Ft. Thomas Independent has done some extensive work on curriculum mapping, which she has given to Elaine Farris for the department to examine.

Joe Brothers then noted that he had attended an Achieve meeting along with Harry Moberly, Secretary Mountjoy, Donna Moore, Chris Powell, and Dianne Bazell, where they learned a lot about the college readiness initiative, which Kentucky will be getting dollars to implement.

LITIGATION REPORT

At 1:10 p.m., C.B. Akins moved to enter into closed session per KRS 61.810(1)(c) for the purpose of discussing litigation and Doug Hubbard seconded the motion. The motion carried.

At 1:15 p.m., C.B. Akins moved to come out of closed session and Steve Neal seconded the motion. The motion carried and it was announced that no action was taken during the closed session.

INTERNAL BOARD BUSINESS

Chair Brothers said that at the last meeting the new members had brought forward some proposals that they learned about at the NASBE New Member Institute and that Mary Ann Miller was asked to come forward with some proposals to respond to those items. These were discussed as follows:

- Open speak at Board meetings – It was decided to put this at the beginning of the meeting giving each speaker three minutes with a total of 30 minutes spent for this purpose in a meeting.
- Meetings with the Governor and Legislative Leadership – It was decided to have two meetings a year with the Governor and one with the Senate and House leadership. Mary Ann Miller was to contact Secretary Mountjoy about the meetings with the Governor and Frank Rasche and Ruth Webb were to pursue a meeting with the Senate and House leadership in January.
- Relative to the Strategic Plan, the May Retreat would continue to be the formal review with an update on progress at the December meeting.

- Evaluation of the Board – A subcommittee of the Board would be appointed to look at putting together an evaluation instrument for this purpose.
- Work Session on AP/IB Issues and High School Issues – This would be scheduled for the evening before the February meeting starts.

APPROVAL OF THE COMMISSIONER'S EVALUATION DOCUMENT

This item was delayed until the December meeting.

ADJOURNMENT

The Board meeting was adjourned upon conclusion of the business.